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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The Passing of Dr. Eliot

CHARLES W. ELIOT, the most famous of American university presidents of all time, the noblest national educational leader of the last half-century, devoutly religious and wise in statesmanship as in education, died in his summer home at Mount Desert, Maine, on Sunday afternoon, August 22, 1926, at the age of ninety-two.

While his death was not a surprise because of his advanced age and feeble health the loss is no less keen, and his passing no less universally regretted. He was easily America's first citizen. No one else has ever meant so much to America through educational, religious and civic functioning combined as did he. It is not that he was ninety-two years of age, but rather what he put into those years for the good of humanity and the glory of God, and we say that reverently.

No American active in the twentieth century had a richer, nobler ancestral inheritance than had he, and he conserved the physical, intellectual, moral and religious inheritance right royally.

He began his active life exceptionally young, and continued his thoughtful messages to a rare old age, so that his service educationally, civically and religiously was longer than that of any other prominent American. There have been a few men active in one line of thinking and doing who have had many years of service, but Dr. Eliot's messages on education, on national civic problems, on religious issues were as vigorous and vital in 1926 as they were in 1866.

The Boston Post said editorially on August 23 that Dr. Eliot's was the greatest mind that Massachusetts has produced. Taken all in all, considering his contribution of scholarship and commonsense to the solution of complex social and political problems affecting the home, the school, the college, and the church which he made, there is certainly no man in American history whose influence in an almost infinite variety of emergencies has rivaled his.

Nearly sixty years ago we were teaching chemistry in the Bridgewater State Normal School and we purchased every book on the subject in the English language, and the thrill that possessed me when Eliot and Storer's

Laboratory Chemistry appeared was greater than any that has come to me scholastically in my life.

When two years later as a young man of thirty-eight and a scientist he was elected to succeed Thomas Hill at Harvard the thrill experienced was the pride of a worshipful student of his wonderful book.

Ten years later he shocked the public school traditionalists by an almost daredevil insistence upon the enrichment of seventh, eighth, and ninth years in the public schools, a crusade that he never abandoned.

It has been well said that from the very day the youthful Professor Eliot received the rather surprising appointment as president of Harvard his vigorous mind and compelling personality stirred the dry bones in the field of education and began a new era in American school and college life. Most men fade away after they are ninety years of age, but there was no fade-away to the mind of Charles William Eliot.

For more than half a century it was our privilege to hear him on innumerable occasions and to be associated with him in many public school conferences, and his advice and counsel was always dominant, but he was never domineering. It is needless to say that he was the greatest educator whom we have ever known, for it is universally conceded that he was the greatest American educator any one has ever known.

Normal School Program Revision

THE Normal School principals of Pennsylvania are making an heroic revision of the courses of study of the "Principles of Teacher-Preparation" by a committee of which J. Linwood Eisenberg of Slippery Rock is chairman, with T. J. Allen of East Stroudsburg, John A. H. Keith, of Indiana (Pa.), and Henry Klonower, Teachers Bureau, Harrisburg, are associates on the committee.

These principles are being published in bulletins of high value, professionally and educationally. They are far more than subject method devices. Any course that does not carry an actual or a potential increment of functional service for a prospective teacher cannot be justified in teacher-preparation. Scholarship and culture are to be attained through the realization of a vocational purpose, and not through general knowledge. Provision should be made by the regimen of the school for developing and strengthening the personal and social equipment of the prospective teacher. Health, manners, use of leisure time, recreation, regard for the views of the others, etc., should be definitely provided for in the regimen of the school. Such activities have a function parallel to that of the curriculum. Unless a course has a functional value in terms of public school procedure, it—no matter what its name or character—has no place in the curriculum of an institution devoted to the preparation of teachers. The curricular offerings of a teacher-preparation institution should be fluid as opposed to fixed. They must be adaptable to changes in public school procedures. A curriculum is the servant of a vocational purpose and of a social need; in consequence, it must be ever ready to adjust itself to changing social needs.

Eisenberg, Allen and Keith are especially virile professionally. The normal schools over which they preside are equal to any State teacher training institutions in the country. Each has a vital personality. They have unfettered themselves from traditionalism, but have avoided eccentricities. They keep the classroom teacher in mind but do not forget that the pupils, their students, are to teach, are to live in the social, industrial, and commercial atmosphere of the next third of a century rather than in the last third of a century.

McGinnis of Revere-Chelsea

SUPERINTENDENT William C. McGinnis of Revere, Massachusetts, is one of the best progressive school men of New England. He came from Bellows Falls, Vermont, to Revere six years ago, and has led Revere a lively pace of progress, and has taken an active part in the affairs of the State Teachers Federation. He has been heroic in the administration of affairs in Revere. The Journal of Education used a series of vigorous articles from his pen soon after he came to Revere, and has been keenly interested in his leadership in Revere.

It was most exceptional for a city like Chelsea to elect a superintendent from a "suburb" as Revere is supposed to be, but with candidates actively seeking the position from Maine to the Intermountain Region, Chelsea elected "McGinnis of Revere," who had a salary of $5,500, and would give him $6,000 the first year, $6,700 the second year, and $7,000 the third year and thereafter.

The Board of Education unanimously agreed to meet the terms of Chelsea, but Mr. McGinnis refused positively to allow the public to think that his decision was to be based on financial consideration.

His responsibility to the city that had treated him so royally outweighed any thought of promotion to the larger city.

He will stay in Revere at the present salary of $5,500.

When a Minority Rules

By JACQUES W. REDWAY

RIGHT or wrong, the rule of the majority is the fundamental principle of the constitution of a republic. When does a minority rule? Popular opinion declares that, nowadays, an active and well-organized minority is usually able to "put it over." Unfortunately there sometimes is a sting of truth in the opinion. The minority "puts it over" when an indifferent majority absents itself from the polls.

Indifference to the duty of voting has become a political immorality of such proportions that the peace and the good will of the country is menaced thereby. A quarter of a century ago about eighty-two per cent. of the qualified voters could be counted upon to exercise the greatest privilege of a constitutional government. Little by little this privilege and duty has been neglected. At the last two or three general elections less than three-quarters of the qualified voters registered themselves, or were registered, and a little less than one-half expressed their wishes at the polling places.

At a general election several years ago thirty-two United States Senators were elected. By a majority of the voters? Oh, no; in the aggregate by less than one-third of the possible vote. Perhaps the result would not have been different had a normal proportion of the potential voters expressed their wishes at the polls; nevertheless the condition is one of danger when less than one-half the possible vote is cast. It is the ideal condition whereby a minority bent upon forcing a mischievous measure is able to "put it over."

There are ways in which a minority may prevent a nervous majority from creating unwise legislation; and usually the effort to accomplish such a result is wise. The formalities by which the Federal Constitution may be amended present an interesting problem. They were certainly intended by the framers of that great instrument to prevent unwise and mischievous tinkering therewith.

Article V of the Federal Constitution presents the two methods in detail. The initiative may be taken by the Congress; but should the Congress fail, it may be taken by the states. Two-thirds of each house must father the proposed amendment; three-fourths of the legislative bodies of the states must ratify it.

The total membership of the Congress is 531—of the House of Representatives, 435; of the Senate, 96. Now, should thirty-three senators regard the proposed amendment unfavorably, it fails so far as congressional legislation is concerned. In other words the assent of 498 members is held in check by thirty-three senators—less than seven per cent.

Should the proposed amendment have plain sailing in the Congress, it is then to be submitted to the states for ratification. The legislative bodies of thirty-six states, seventy-two legislative bodies in all, must agree upon the amendment. Should thirteen states fail to ratify the proposed amendment it is lost. That is, thirteen states, with a population perhaps not more than three per cent. of that of the United States, may block the will of the other ninety-seven per cent.

The foregoing illustrates the possible power of a minority. Is such a condition in the interest of good government? On the whole, yes. A century ago the Federal Constitution was regarded as an outline of the fundamental principles of self-government. Little by little, during the past sixty years, provisions that clearly are police regulations have crept into it. They were necessary perhaps as emergency measures, and they were ratified by the states under a stress of conditions which agitated the whole country. Subsequently they have been either nullified or ignored.

In the past two decades there has been an itch for tinkering the Federal Constitution. More than one hundred amendments covering about every contingency from the length of skirts to the regulation of ash can contents have been proposed by ambitious statesmen. With a few notable exceptions all the proposed amendments were police regulations. A hard-headed sensible minority killed them. A study of the Federal Constitution is a very necessary part of the study of our country's history; and while the itch for adding unwise amendments to the Constitution prevails, it is proper to impress upon the minds of future law-makers that the will of a minority is sometimes a mighty good thing.

Specialization has converted our universities into intellectual department stores or, more accurately, into a series of intellectual specialty shops housed under a common administrative roof.

—Glenn Frank.

Single Salary Schedule a Necessity

By IDE G. SARGEANT

Paterson, N. J.

THE Department of Elementary School Principals was organized at Atlantic City in 1921 for the specific purpose of taking a promiscuous group of school workers called principals, in the main unorganized, timid, without knowledge of their rights and duties, and weld them into a trained group with sufficient class consciousness, self-respect and education to constitute a professional body capable of giving to the big modern school and its community that quality of leadership which the involved conditions incident to the life of a wealthy and rapidly growing industrial nation demand.

Outside of a limited number of our largest cities there was no agreement among our communities as to what constituted the gist of a principal's work. Superintendents and school boards did not know. No one knew whether he should be a statistical clerk, a supervisor, or combination of the two. The scholastic training and salary of this so-called official was but slightly in advance of the classroom teacher. There were practically no books on school administration and supervision which would be of help to the principal. The group that came together at our first meeting faced a situation as chaotic in education and as threatening of evil consequences as the Constitutional Convention faced when it met to bring order out of the confusion existing under the old articles of Confederation.

The increasing percentage of urban dwellers had made much of the practical home training of former days impossible with the consequent heavier load to be carried by the school. These conditions and the higher level of general education called for a new type of school executive who must traverse an uncharted sea in making the modern school one-hundred per cent. effective. School superintendents could offer little personal help as the technique and difficulties brought about by the rapidly expanding duties of their own field so completely filled all their time as to leave neither opportunity nor energy for the study of the specific problems of the principal. Colleges and universities had nothing to offer of substantial value in helping to solve the difficult problem.

It was this situation that brought our Department into being. In five years we have built up an aggressive membership that is becoming thoroughly trained along cultural and professional lines. We have received the most cordial co-operation from normal schools, colleges and universities in offering courses that would be helpful in giving to the schools the new type of principal required. Superintendents of the higher order have come unreservedly to our help.

What are some of the needs present and future as seen by the "Old Guard" who have stood by the Department from its inception?

First of all we need a larger membership that our benefits may be more far-reaching. Our publications and studies have received world-wide recognition for their merit. But we are in need of a much larger income to make this work most effective. We need a permanent editor of the highest professional calibre.

As the situation stands today what is the most harmful thing confronting the elementary school? It is the salary schedule policy which pays the high school principal a much higher wage than is paid the elementary school principal. This policy is sucking the lifeblood out of the elementary schools and giving us inferior, inexperienced leadership at the most vital point in the whole school system. All the children must attend the elementary school. It is here that we need the ablest and broadest leadership in the principal.

We must have a single salary schedule for like qualifications and like effort if the elementary school is to meet the demand of our time.

When the Clouds Are Dark

By Martha Shepard Lippincott

West Philadelphia, Pa.

It is pleasing to see, though the clouds are dark,
And life's path is so hard to tread,
That by going along, through the land of hope,
We shall find brighter lights ahead;
That the clouds may be chased all away at last,
If pursued by the sun's bright light;
For there never has yet been a time so dark,
But the daylight would follow night.

And so when we are sad and the world seems dark,
Let us ask for the Father's light
To be guiding us out of the soul's despair,
To the days which will seem more bright.
Have fond hope and sweet faith in the prayers you give,
And expect that they will come true;
Then the Father will hear and his loving smile
Will be bringing rewards to you.

Evaluating Commercial Education

By PAUL S. LOMAX
New York University

THE number of students enrolled in commercial subjects represents one of the major groups in our secondary school population. And the same thing is becoming rapidly true of our colleges and universities. The commercial subjects that are offered these students have greatly increased in number and have become quite diversified in character.

This situation suggests an all-important question. What is the contribution that commercial education should make in the complete, well-rounded education of American youth who are to be equipped, as members of the business world, to render a business service that will result in best self-realization consistent with best social progress?

This major question in turn suggests the need of a set of guiding principles of commercial education that will square with best educational theory and practice. What are some of these principles that are needed to evaluate our present-day commercial education in common with all education?

First, a philosophy of commercial education. If education is the deciding factor in the improvement of business as a social institution, what philosophy of life is to guide the business man and the commercial educator in their cooperative enterprise? To what ends and along what lines and with what methods would they seek to improve business through education?

Second, a unity of education embodied in the commercial curriculum. Every high school curriculum, commercial or otherwise, pursued by a student, should enable him to cope successfully with his personal physical life, family life, civic life, recreational life, character life, and vocational life. Leave out any one of these major elements and the child is crippled for life, for he has not had a unity of education to harmonize with the unity of life. Hence so-called academic and commercial education should become complementary to one another. They should be a unity in terms of the many-sided experience of life, each the richer, broader, and more educative because of the other.

Commercial educators will not be able to make their best contribution to American education, in behalf of the social progress of business and of the great army of young men and women who annually enter the business world to endeavor to contribute to that progress, until such educators are guided by a philosophy, sociology, psychology, research, and leadership of the highest order.

One-Teacher School in Delaware

THE most complete and valuable study of attendance upon one-teacher schools is prepared by Richard Watson Cooper and Hermann Cooper of the "Service Citizens of Delaware," an organization without a parallel in any other state (University of Delaware Press). It is a book of 434 pages (7½ by 10½ inches), the best of paper and binding, with a vast number of charts, diagrams, graphs and tables.

School attendance statistics have long shown the failure of children to attend school regularly in the one-room schools of the country. Such statistics have indicated the wide contrasts between the number of days children attend school in cities and the number of days during which children in the rural schools avail themselves of the privilege of securing instruction in the classroom. It has been universally known that rural school children are denied the opportunity of attendance at school to a degree which is indefensible and alarming in a democracy dependent for its existence upon the education of all.

A constructive program of attack on the causes for poor attendance conditions has been made in Delaware. Each child's attendance was studied as an individual case over a period of years. State officers, local school officers, teachers, parents and children were all enlisted in the campaign for the reduction of absence from school and for the improvement of attendance.

These results form a remarkable record of achievement. Over a period of six years the average days' attendance in one-teacher schools in the state was raised from eighty-six days per pupil per year to 133 days per pupil per year. No other school organization has secured in this field as significant results in as short a period of time. The change promises to be permanent and the improvement promises to continue even beyond past achievement.

The detailed nature of the study has its justification in the suggestions and assistance which are thus made available to all school organizations interested in the improvement of the attendance conditions.

Readjustments in Rural Life

HENRY KREAL, executive secretary of the American Country Life Conference, has issued a highly valuable "Proceedings of the Richmond Meeting of the Conference" over which Kenyon L. Butterfield, Agricultural College of Michigan, presided. (The University of Chicago Press.) The general subject was: "Needed Readjustments in Rural Life Today," which was the special subject of President Butterfield's address, in which he said:—

"The rural world of America has fully shared the swift changes that have occurred in our country since the opening of the twentieth century. The shift of population from country to city has gone on unabated. Industrialization has spread the country over and has profoundly affected the farm labor supply and farm labor standards. Suburban growth is amazing and has had immense influence upon land values near hundreds of cities. The urban scale of living, higher than ever before in this country or in history, has reached farm life and has transformed its standards and ideals of living, recreation, fashion. The most potent change of all is in rapid transportation and quick communication which are largely responsible for the other changes. A rural revolution has been effected in twenty years.

"This changed and changing rural world brings with it a host of problems, economic, political, social. In the economic field it is now obvious that agriculture has become thoroughly commercial and is no longer self-sufficing. It is a business of manufacturing under conditions that do not prevail in any other industry. Price relationships are not satisfying to farmers even yet, due to the contrast between prices for supplies and prices for products. Probably we have overstressed bad times as we overstress good times. Agriculture is a long-term industry.

"And questions of quality of products, of standards, of grades and packings, of selling skill, and of regional competition between commodities are all vital questions in the marketing problem. 'Orderly marketing' is a real issue. There is incessant discussion of the possibility of controlled production, of 'cost plus.' We face not only the exigencies of the weather as affecting production and cost, but centuries of individualistic thinking on the part of farmers, and the difficulty of securing the correlated efforts of six million farm managers scattered over the entire country. We cannot long put off organized efforts to zone agricultural production, relying upon the steam road for the long haul only and upon trucks for the short haul to the neighboring city.

"High land values and speculative values increase the difficulty of obtaining capital for the individual farmer. Industry and the new immigration law have played havoc with farm labor and have taken to town not only the laborer but the sons of the farmer and even the farmer himself. Farm management becomes a much more complicated business than ever before, in the face of those pressing economic questions. The concentration of wealth in cities and the development of huge incomes have made obsolete the old property tax, in so far as justice to the farmer is concerned. The farmer, for the first time in American history, is seriously demanding a tariff on his products or its equivalent."

Life's Best Renown

I'd like to be more brave and true,
When days are dark or skies are gray;
I'd like to always say and do
The worthy things along life's way;
I'd like to have the needed strength,
When roads are extra rough or long,
To gladly go the farthest length
With cheery smile and hopeful song.

I'd like to be in thought and deed
Each day more gentle and more kind,
More swift to see another's need,
And to another's faults more blind;
I'd like to help the old and weak,
And bring new hope to those forlorn;
I'd like the words I daily speak
To bless and comfort some who mourn.

I'd like to have it thought of me
That I am honest and sincere,
And then when duty's path I see
I travel it without a fear;
I do not long for glory's crown
Or deeds beyond my normal view;
For I believe life's best renown
Lies in the things that I can do.

—Author Unknown.

Personal and Professional

WILLIAM E. PULSIFER, Litt. D., president of the D. C. Heath Publishing Company, was honored by Bates College with the Doctorate of Letters at the recent commencement, on which occasion Governor Alvan T. Fuller of Massachusetts received the degree of Doctor of Laws. Dr. Pulsifer is a native of Maine, was educated at Kents Hill, Maine, and Bates College. In presenting the degree President Clifton D. Gray said: "William Edmond Pulsifer, publisher of educational textbooks, whose broad vision and pioneering spirit have made a unique and permanent contribution to the training of American youth, and whose rise from the humble vocation of a country schoolmaster in the Pine Tree State to the presidency of a house of nation-wide influence proves that there are no barriers to successful achievement which industry, probity and faith cannot overcome."

MARY S. SNOW, one of the ablest public school women that New England has produced, was for eleven years superintendent of schools of Bangor, established in Bangor the first Normal Training School in Maine, was for nine years supervisor of the Department of Household Arts in Pratt Institute, Brooklyn, was supervisor of household arts in all the public schools of Chicago, and was for three years on the faculty of New York University. A memorial committee, of which Jane Addams was chairman, has this to say of her professional personality: "The radiant personality of Mary Snow, her sparkling humor, her generous helpfulness, her whole-hearted enthusiasm, her keen interest in the progress of the world, combined to make a human soul that gave a wealth of inspiration to all those who had the good fortune to know her. In her classroom work with students, in her administration work among educators, in her organization work with business and professional women, and in her research work in their interests, her invigorating character and her powerful personality everywhere left their influence. Among her friends, associates and students there are many who eagerly acknowledge that she was the inspiration of their successful efforts."

FRANKLIN T. OLDT, professor of the University of Dubuque, Iowa, was at the reunion of his class of 1871 in Lafayette College, Easton, Pennsylvania, because the students who have been in his classes at the University of Dubuque in the fifteen years of his professorship had an "Honor Banquet for Oldt," and among other things presented him with a "check for Lafayette." Dr. Oldt was for many years superintendent of schools in Dubuque, and the citizens recognize their indebtedness to him for the educational prominence he gave the city.

JOSEPH A. EWART, who goes from the superintendency of Milton, Massachusetts, to that of Stamford, Connecticut, has been highly successful in Milton, making a record in building, in efficient administration and in professional supervision, which has attracted attention to his leadership in a way that it is easy for him to be elected at Stamford. We knew him first as a junior high school principal, and then as assistant superintendent in Somerville, Massachusetts, where his success was phenomenal.

ISOBELLE K. HART, supervisor of drawing in the Oswego State Normal School, has developed a "Geography Course of Study," using as its controlling factor the course of study which has grown up from the successful plan in the training school of the Oswego Normal School. It is new without doing violence to any of the valuable features of other courses of study. It symbolizes the professional functioning of the spirit of school which Dr. Edward A. Sheldon created.

REES H. HUGHES, superintendent, Parsons, Kansas, a city of 20,000 population, has one of the best fully accredited Junior Colleges in a public school system in the country. The city system is organized on a six-three-three-two plan so that the Junior College is the natural climax of the system. Southeastern Kansas is one of the most wholesome progressive educational sections in the United States, and Parsons is one of the outstanding leaders in the section.

SAMUEL E. WEBER, superintendent, Charleston, West Virginia, has not only demonstrated exceptional ability in educational leadership in city and state, civically and professionally, but has crystallized his genius as subject-method specialist in a series of admirable arithmetics, Weber-Koch-Moran Arithmetic (Christopher Sower Company). Mr. Weber has made Charleston one of the foremost cities in the state in progress in building and in educational spirit and professional devotion.

CHARLES A. RICE, superintendent, Portland, Oregon, was assistant to Superintendent Grant, and was virtually acting superintendent the last months of Mr. Grant's service. Upon Mr. Grant's retirement Mr. Rice was elected, and has the ardent support of the teachers, the Board of Education, and the public.

GEORGE W. RIGHTMIRE, president of Ohio State University, Columbus, was honored by four universities with a doctorate of laws between the time of his election and the inauguration. Rarely has an election to a university presidency been hailed as enthusiastically as this of Dr. Rightmire.

H. C. PRYOR, head of Department of Education, Kansas State Teachers College, Pittsburg, has made a notable success as head of Department of Education in the State Teachers College, Aberdeen, South Dakota. He has had the best of scholastic preparation, and has always made a success in promoting uniformly sane and aggressively progressive professionalism. He takes to the Kansas institution the spirit and ability which will magnify its professional work.

DR. LEWIS A. WILSON, state director of Vocational Education of New York since 1917, was for three years president of the National Society for Vocational Education. His preparation for leadership in vocational education was exceptional because of his training in the Brockport, N.Y., State Teachers College, Stout Institute, Menomonie, Wisconsin, which has honored him with a doctorate of science, and Columbia University.

GERTRUDE HARTMAN, Editor of "Progressive Education," quarterly (Baltimore), in the April-May-June issue, makes the greatest contribution yet made in the presentation of "Creative Expression Through Art," by articles by Hughes Mearns, Frederick G. Bonser, L. Young Carruthers, Florence E. House, Peppin Mangravite, Florence E. House, Elizabeth Byrne Fern, Lucy Sprague Mitchell --whose maps of Art Expression are a notable demonstration that a map originated as play is a re-living of an actual experience—Florence Cane, Margaret Naumburg, Ellen Steele, and Helen Ericson.

Miss Hartman's venture is a demonstration of progressive art education which sets a new standard in many phases of education. Fifty cents will enable anyone to see this remarkable achievement.

JOHN J. TIPTON, assistant superintendent, Allegany County, Maryland, is rendering highly important service in the preparation of various national spelling scales, which are issued in forms adapted to elementary schools, to junior high schools and senior high schools. Mr. Tipton has a vision of so testing achievement in spelling as to create an interest on the part of teachers and students which promotes efficiency in spelling by extending the interest into life beyond the school. The National Publishing Society, Mountain Lake Park, publishes the three scales.

WILLIAM A. BOYLAN, district superintendent, New York City, who has recently been highly honored personally and professionally by the school people of the city, has rendered special professional service, in connection with Principal Albert Taylor, in the authorship of a Three Book Series of "Graded Drill Exercises in Corrective English" (Noble and Noble, New York). We have several times in the run of years written enthusiastically of the exceptional efficiency of Mr. Boylan's pupils when he was a New York principal, and these "Graded Drill Exercises" are really the harvesting of the wonderful work which he achieved by the skilful use of such exercises when he was principal.

MARJORIE HARDY, primary teacher, University of Chicago Elementary School, is quite the sensation just now in the primary school world. She ignores much of the subject-method trend of the day and succeeds wonderfully well in her "Wag and Puff" and "Surprise Stories" in letting "The Child's Own Way" be her inspiration. We are especially interested in Miss Hardy's leadership in this approach to a child's reading because before we knew of Miss Hardy's success we have been saying, as our readers know, that the child's interest must be the controlling factor in their school work.

VAN EVRIE KILPATRICK of New York City, leader pre-eminent of school garden functioning in connection with the public schools, arranged two programs at the Philadelphia meeting of the N. E. A., with the assistance of Superintendent R. G. Jones of Cleveland, president of the School Garden Association, who has some of the most serviceable school gardens of the country. David A. Ward, superintendent of Wilmington, Delaware, had a most important address, and was elected president of the association.

JOHN H. BEVERIDGE continues to be unanimously re-elected, and the salary is $10,000. Dr. Beveridge demonstrates exceptional skill in community leadership, in business, in civic, in fraternal, in welfare work, and in religious activities. Omaha is keenly appreciative of his service in all lines of activity.

IRENE BURNS, who declines to be a candidate for re-election as superintendent of Placer County, California, is one of the leading county superintendents of the country. She succeeded her brother several years ago. In the long ago when we were frequently on the circuit of the counties her brother made Placer one of the famous counties of the state, and his sister maintained the standing of the county in every way.

The American Revolution and the Small Towns

By EDWIN D. MEAD

THE 150 years which have passed since the Declaration of Independence cover half of our whole New England history since the settlement of Plymouth and Boston. Measured by the course of human events, our history has been very brief. I once heard Edward Everett Hale, who died in 1909 at the age of eighty-seven, say that three lives, Simon Bradstreet's, Benjamin Franklin's, and his own, practically covered the whole span of the life of Boston. The 150 years before 1776 had been full of war. The background of our fathers in 1776 was a background of struggle for liberty and for life. Their struggle against King George was a repetition of the Puritan struggle against King Charles and of the English Revolution of 1688. Samuel Adams and the Boston town meeting echoed Pym and Parliament; and George Washington was Oliver Cromwell. To our fathers 1765 and 1775 were but a continuance of what their fathers were used to.

There had also been incessant wars with French and Indians; and Quebec was only sixteen years before Lexington. My own grandfather, who came to Chesterfield from Lexington in 1800, and as a boy had served all day on that memorable nineteenth of April, 1775, was born in the very year of Wolfe's victory, which finally determined that this America should be New England and not New France. When the news of Burgoyne's advance came over the Vermont Hills in 1777, and the call to Bennington, the men of the Connecticut Valley, who responded, knew that they would have to meet not only Hessians and Tories, but their old adversaries, the Indians, who had made so many descents upon their homes during the century.

Chesterfield in 1776 was only fifteen years old. Many of its settlers had doubtless fought in the French and Indian wars. The "Lexington alarm" was akin to the alarms which had often sounded in the ears of the settlers. Despite the alarms, the town had grown fast. In September, 1775, there were 838 inhabitants exclusive of thirty-six men in the army; there were eighty-six guns in the town fit for use. In one of the New Hampshire regiments organized immediately after Lexington, and taking part in the battle of Bunker Hill and the siege of Boston, were fifteen Chesterfield men.

The battle of Bennington, our greatest New England battle after Bunker Hill, affected this region profoundly. There is no old family whose traditions are not mingled with it. It was of far more than local significance. It settled the fate of Burgoyne at Saratoga; and Creasy included Saratoga among his "Fifteen Decisive Battles of the World." The battle of Bennington took place on the sixteenth of August, 1777; just two months afterwards Burgoyne surrendered. Burgoyne had instructed the colonel who commanded the British advance on Bennington to proceed as far as Rockingham and Brattleborough on the Connecticut; but when 200 of his men were dead on the field, and 700 were prisoners in American hands, he was glad to get back with his panic-stricken remnant to the Hudson. The excitement in Chesterfield during the battle was intense. Many women did not know whether they would ever see their husbands and sons again. The roar of the cannon, which Stark said "was one continued clap of thunder," was heard here forty miles away.

The heroes of Bennington were simple farmers. Our American independence was won mainly by the men of little towns. There were few towns in the country larger than Keene and Brattleborough now. Boston was hardly larger than Keene; and the whole population of the country was about as large as that of Massachusetts now. The battles of the Revolution were like skirmishes of the Civil War. The total number of Americans killed in battle in the whole six years and a half, from Lexington to Yorktown, was less than 5,000. The American Revolution was not an illustration of bigness, but of greatness, like most important things in the world. Palestine and Greece, Switzerland and Holland are small countries compared with Russia and Brazil, but their place in history is supreme.

The Revolution was not a war between the English people and the American people. It was a conflict between the progressive and the reactionary groups on both sides. All the best men in England were with us. If Burke and Chatham had been Americans in 1917 and condemned our government as they condemned their own in Parliament, they would have been sent to Atlanta with Debs.

The English soldiers did not hate us; they hated to come to fight us. They did not like fighting their own English brothers here. King George had to hire 20,000 Hessians. But the Hessians did not like it. The philosopher Kant and the poet Schiller were outspoken in their sympathy. Frederick the Great, in Prussia, was disgusted with the Hessian government. The Hessian soldiers deserted as fast as they could; and finally most of them

settled down here and became good American citizens.

The Declaration of Independence marked an epoch, not only for America, but for humanity. Lincoln, who said that Jefferson was the greatest political thinker we ever had or were likely to have, emphasized what he did for freedom the world over. The 150th anniversary of the Declaration is, by eloquent conjunction, the 100th anniversary of the death of Jefferson and Adams. Washington and Jefferson and Franklin were the pre-eminent peace statesmen of their age.

Teaching of Industrial Subjects

ARTHUR F. PAYNE of Teachers College, Columbia University, has prepared a highly valuable book of 292 pages on "Methods of Teaching Industrial Subjects," with an introduction by Dr. David Snedden of Teachers College (New York: McGraw-Hill Book Company). Dr. Snedden, one of the most philosophic thinkers on industrial education, says of Dr. Payne's notable work:—

"That every young man or woman should, as part of his equipment for life, have well learned some vocation is a postulate, the validity of which no one will deny. More than ever is it desirable that such vocation shall have been learned well and at the best time in this twentieth century America, which so abundantly rewards economic competency.

"In America in 1925 there are almost a million boys seventeen years of age, and another million of girls. Similarly, there are almost a million of each sex who are eighteen years of age. All of these must learn to work now or later.

"It is a safe estimate that more than one and a half million seventeen-year-olds must contemplate the prospect of traveling very rocky and very blind roads to vocational competency. They must learn to swim largely by their own unaided efforts—and in waters that are far from safe.

"For them, the only 'school' of vocational training is found 'on the job.' Here the only methods realized are of the 'pick-up' kind. Employers, foremen, workmen, are all too busy to teach—even if they possessed any real teaching abilities. The harassed learner must learn by himself. He is expected to observe, to try, to experiment, to flounder, perhaps to 'steal' his trade.

"Of the immediate and critical problems encountered by lay boards and professional administrators none have been more difficult than those of providing teachers and of giving them working plans for their teaching.

"It ought to be axiomatic that only men skilled in the performance of a given vocation can teach that vocation. But it ought also to be equally axiomatic that mastery of a vocation is, taken by itself, no guarantee of power to teach that vocation.

"The present book by Dr. Payne speaks the language long current in schoolroom practice, but it speaks it in new relationships—namely, to teaching in industrial schools of various types.

"Dr. Payne has rendered a valuable service in the present work in at least three directions. Keeping in mind always the needs of fairly mature workmen who, under the direction of men of perhaps excessive academic experience, are seeking to acquire for themselves an equipment of teaching method, he has in the first stated the commonly accepted principles of method analytically and extensively. In the second place, he has arrayed a large variety of tested devices. In the third place, he has opened up the possibilities of job analysis as the most promising means of improving upon teaching method for the future. Finally, credit should be given him for the many carefully selected footnote references and for the extensive classified bibliographies."

Never yet was a country worth LIVING IN unless its sons and daughters were of that stern stuff which bade them do for it at its need; and never yet was a country worth DYING FOR unless its sons and daughters thought of life as a link in the great chain of creation and causation so that each person is seen in his true relation as an essential part of the whole whose life must be made to serve the largest life of the whole.

—George J. Ryan.

Jottings by the Wayside in Malaya—II

By L. H. PUTNEY

WHAT shall we say about education in Malaya? The British have established, or are aiding, many schools throughout both the Straits Settlements and the Federated Malay States, but in some way we get the feeling that they are doing this more for respectability's sake than for any real interest in educating the people. One explanation for this might be the fact that there are almost no European children in these schools. To begin with, children are very much of a nuisance in Malaya. As soon as they are five or six years old they are usually sent "home" to be educated. Sometimes the mother goes with them, leaving the father behind to get along the best he can, but more often they are placed in boarding schools and grow up without any real home life. Is it any wonder that books on birth control, forbidden in our country, find such a good sale out here!

Both the colony and the Federated Malay States have a director of education in common, but unfortunately for the system he is a civil servant, likely to be transferred at any time to another position. It often happens, as is the case right now, that the man holding the position not only knows nothing about the work, but, worse still, is not even an educator. When we called at the director's office, apparently he was afraid to be interviewed lest we should discover his ignorance, and contented himself with writing on our card that we should call on the local inspector, whom it so happened we had already visited. Because of the bad reputation that Malaya bears in English educational circles, the government has much difficulty in recruiting persons for the service, and as a result the roster shows many of the most important positions as being "vacant" or filled by "acting" officials, often men about to be retired. In each of the four federated states there is a local inspector with a number of Malay assistants. These men seem to be interested in their work and quite competent a most welcome change after what you see around the department offices.

Taken as a whole the system, if you may call it that, is composed of several distinct parts. There are the so-called English schools, conducted in English and patronized very largely by Chinese boys, though the number of Malay students is increasing, especially in the higher classes. These schools have seven standards or grades with two sub-grades (infant classes) in which the children are taught enough English so that this language may be used for instructional purposes in the regular standards. Then there are the Malay schools, where all the instruction is given through Malay. These are either four or five-year schools, and in addition to the three R's, instruction is given in Malay history and geography, drawing, and frequently handwork. At the end of four years the brightest boys may pass into the English schools, where they are put through an intensive course in English for about two years, after which they are usually able to do the work of the fifth standard quite as well as those Chinese students who have passed through the four lower ones.

There are also many aided Tamil and Chinese vernacular schools. The labor laws require the estates to provide schools for the children of their coolies whenever there are as many as ten of the proper age. Where these schools measure up to certain standards, fixed by the government, aids varying from $5 to $10 a child are made by it to help defray the cost of running them. At present the Tamil schools are very poor, for the government has no inspector who can either speak or read the language, and many of the teachers are little better than coolies themselves.

Partly as a means of escaping the burden of establishing schools of its own, the government long ago adopted the plan of granting liberal aids to mission and other private schools. As a result, out of the 33,520 boys and girls attending English schools in 1924, some 23,000 were in these aided schools, and no inconsiderable part of them in schools maintained by the Methodist Episcopal Church of the United States. Were it not for the liberality of the several Christian churches working in Malaya, education would present a far more sorry picture than it does.

Let us say right here that none of the English schools are free, for even in the government schools fees varying from $2.50 to $3.00 a month are charged. On the other hand the Malay schools are wholly free and entirely supported by the government. It is interesting to find that prejudice against education for their girls is so strong among the Malays that of the 41,000 pupils in those schools in 1924 only about 4,200 were girls. It seems that the average Malay parent is still afraid that if his girls learn to read and write they will take to writing and receiving love letters.

At the present time there is only one government secondary school in Malaya, Raffles Institute in Singapore. This starts with the sixth standard and has two upper classes de-

signed to prepare for the examinations set by Cambridge University. These so-called "Cambridge classes" may also be found in a few of the other government English schools and in many of the mission schools, Methodist and Roman Catholic alike. If the percentage of students who pass the Cambridge examinations is any criterion by which to judge, then the work of the mission schools must be superior to that of the government schools in both the colony and the Federated Malay States. To encourage students who pass these examinations to continue their education, both the Straits Settlements and the Federated Malay States have founded scholarships at Cambridge.

Right now steps are also being taken to establish a higher educational institution in Singapore, to be known as Raffles College, which it is hoped in time will play a part in Malaya comparable to that of Hongkong University farther East. The only institution of higher learning now in operation is the King Edward VII. College of Medicine at Singapore. The standards of this school are sufficiently high to enable its graduates to practice in any part of the British Empire.

Education in the unfederated states has not kept pace with that in the rest of Malaya, yet Johore thinks she has a better system than her federated neighbors. She points with pride to the fact that it has received consideration on the floor of the House of Commons in London. Not far from the palace of the Sultan in Johore Bahru is a school which when viewed from afar is quite impressive. But it is all on the outside, as we found one hot afternoon after trudging up the hill from a visit to a near-by mosque. We had one laugh out of it, however. They have discovered a new use for the "stars and stripes." Six stars after a boy's name means a half holiday on Wednesday; six stripes, "See the headmaster." This school is not in session on Friday, the Mohammedan Sabbath, but is on Sunday, as on any other week day, and this in spite of its English masters.

One interesting feature of the schools in Malaya is their flexibility. No attempt is made to bind a teacher by hard and fast lines. Some schools have one session a day; others, two. In one school they teach basketry; in another, weaving fishing-nets; in still a third, simple carpentry. Each headmaster is allowed to select his own books from an approved list. Owing to the fact that there is much moving about, and parents are complaining so bitterly of the expense to which they are put because of lack of uniformity (how like America!), it seems likely that this liberty of the headmasters may be curtailed in the future. As very often there are no conveniently located shops fit to carry books, the headmasters act as booksellers, and employ the profits, we were told, for the purchase of various articles desired for their schools.

Malaya has nothing like the volksbibliotheeks of the Netherlands-Indies. At Singapore and Penang there are excellent subscription libraries partly supported by the municipalities. The Raffles Library, as that at Singapore is known, has only one or two superiors this side of Suez. Both of these Malayan libraries have "junior departments" for children, that at Raffles being in a special room in charge of a children's librarian. Most of the junior borrowers (they pay $2 a year for the privilege) are Chinese students in neighboring English schools. One of the rules at Singapore is that boys must not come to the library on the days set aside for girls (Mondays, Wednesdays, and Fridays), and vice-versa. The library at Penang has only two magazines from America (both technical), but the Raffles Library receives several, including the Atlantic Monthly, which is quite popular, we understand.

We must try to picture the school-lunch system that prevails at many of the English schools. Half-an-hour or so before the recess period Chinese food venders may be seen squatted along the road just outside the school grounds. As soon as dismissed the children make a rush for them. For a few cents they may take their choice of many things that tickle the appetites of Chinese boys and girls. One old fellow will sell them some kind of grain which he parches in a pan over a wee little charcoal fire. Another has a pile of fried dough which is dripping with hot fat. A third takes a chunk of ice in his hands and reduces it to a sort of snow by means of a shaver. He then rolls this snow into a nice little ball and pours over it some sort of bright red liquid, producing as fine an ice-cream cone as any little Chinese boy or girl could ask. And there are others who will supply all sorts of indescribable sweets and fruits, which are handed to the customers on pieces of banana leaf, the wrapping paper of the natives in this part of the world. Apparently these venders are frowned upon in some places, just as similar ones are back home, for more than once we read on the fences surrounding schoolhouses notices that forbade food venders to loiter around the premises.

In conclusion let us tell you of a conversation that we had with one of the post office employees at Penang while we were waiting for a tram. This Malay spoke such excellent English that we asked him where he learned to do it. We found that he had attended a local Catholic school, and that besides being able to speak and write English and Malay, he

understood Chinese and Hindustani. And yet, with all that linguistic ability he could only command a position paying $25 a month ($15 in our money). Worse still, on investigation we learned that this was only one of many such cases. Apparently the system of education is turning out far more clerks than the commercial world and the government offices can absorb, and no effort is being made anywhere in the country to train boys to fill other positions in society.

We shall not soon forget the quiet hopelessness with which that poor Malay spoke. His face was a tragedy without words. That such conditions can be leads us to believe that what Malaya needs is a little less selfishness and a whole lot more vision on the part of its British masters.

School Progress in the United States

By FRED H. DUFFY

Principal of Roosevelt School, Steubenville, Ohio

RADIO as an educational agent is proving a success in the training of teachers, and we predict the day in the very near future when a college professor may instruct a class of unlimited numbers in private homes in all parts of the country coming within his radius, have manuscripts mailed to his office, graded, and returned, all by the means of the modern radio.

Progress in matters educational is going forward with a mighty rush. In all parts of the United States it is almost in proportion with the "lightning age" in which we are living.

Back of every progressive movement in the educational field we found the local, state, or national association initiating and doing its best to promote professional growth. It is true—material reward has not kept step with the advancement of better teachers and better schools, but the teacher whose soul is in his work will lose himself in the service of others.

THE TEACHER'S PART

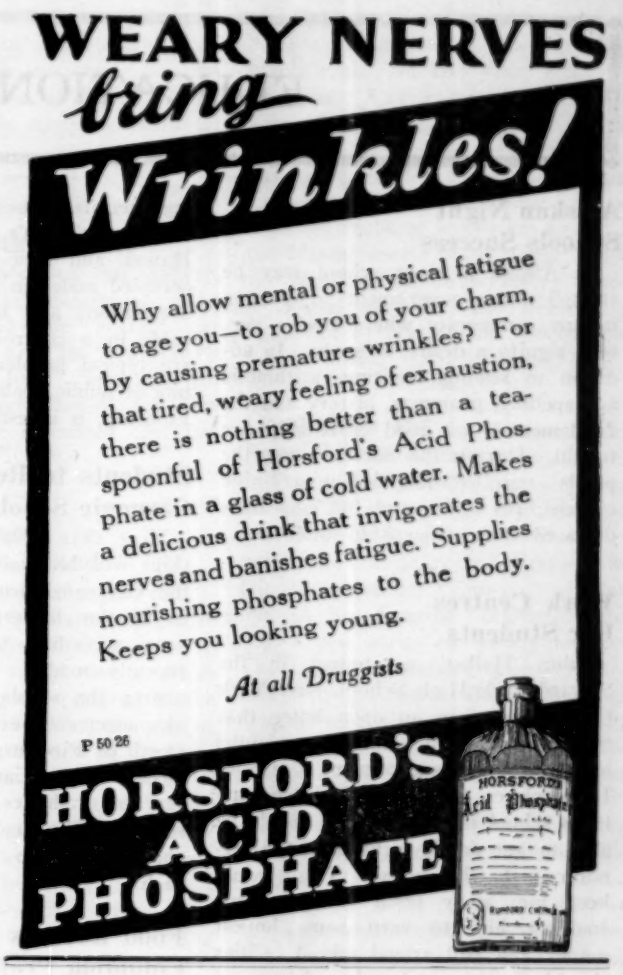
By Alice Stone Prior

West Stockbridge, Mass.

They tell me that religion
Will soon be taught in schools,
But you can't teach religion
By any set of rules.

Religion is a flower
That springs up in the heart.
To know the flower and tend it,
That is the teacher's part.

And with his rules a-plenty
To help the flower grow,
But he can't plant the flower there,
For that's God's work, you know.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Why allow mental or physical fatigue to age you—to rob you of your charm, by causing premature wrinkles? For that tired, weary feeling of exhaustion, there is nothing better than a teaspoonful of Horsford's Acid Phosphate in a glass of cold water. Makes a delicious drink that invigorates the nerves and banishes fatigue. Supplies nourishing phosphates to the body. Keeps you looking young.
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Acid Phosphate

Music Reading

Russell Carter, state supervisor of music in New York, has something of immeasurable value to teachers of music in the public schools in the form of a leaflet on "Music Reading, Grades 1-8." We merely hint at the service rendered in the following:—

Grade 1: Time—One, two, three and four beats to one tone. Pitch—Scale, syllable names. Reading from staff (without teaching letters). "Fixing" tones (skips).

The teaching of time values includes the teaching of rests as well as the teaching of notes.

Grade 2: Time—Same, in all combinations. Pitch—"Fixing" each tone in relation to all other tones.

Grade 3: Time—Two equal tones to the beat. Pitch—Letter names. Finding "do."

Grade 4: Time—Two unequal tones to two beats. Pitch—Key names.

Grade 5: Time—Three equal tones to one beat. Pitch—Sharp chromatics.

The arithmetic of music.

The use of beat-notes other than the quarter should be taught whenever such beat-notes are introduced in the music readers in use. In the fifth grade, after the pupils have had experience with fractions, the arithmetical relationship of notes should receive thorough drill.

Grade 6: Time—Four equal tones to one beat. Pitch—Flat chromatics.

Modifications.

Grade 7: Pitch—Comparison of G-clef and E-clef. Reading tenor part, both clefs.

Grade 8: Pitch—Structure and signatures, minor scales. Bass.

Minor melodies may be used for reading in all grades.

EDUCATION IN ACTION

Alaskan Night Schools Success

In Alaska a night school may be started under government supervision in any community where twelve persons signify a desire to study. In addition to reading, writing, arithmetic and spelling, grammar, history and the fundamentals of good citizenship are taught. During the current year the pupils enrolled included ninety-nine citizens, 104 aliens and 103 who have declared their citizenship intentions.

Work Centres For Students

Julius Halber, a student in the Seward Park High School, New York City, suggests in an open letter that cities provide employment for youths in their idle hours as a crime deterrent. He declares that a student who attends school in the morning should be able to get employment in the afternoon and vice versa. This would keep him away from bad company, enabling him to earn some honest money and still attend school. Cities should finance and take charge of such institutions in his opinion. These centres should also include a gymnasium, a shower room, clubs and the like, where boys will benefit socially, physically and mentally. He further states: "I am only trying to help those who find it impossible to earn money and at the same time attend school. This system will persuade boys to attend school in order to receive the benefits it offers. Boys, once they are able to earn money, will turn away from crime and learn the honest way of making ends meet."

Research Light In 40 Fields

Researches into more than forty different fields of scientific, legal, commercial and literary activity are under way at Columbia University, according to departmental reports to Dr. Nicholas Murray Butler, president. A study into the patriarchal family, the social and political reasons for its origin and existence, its decay and the development of the individual family, is being conducted under the direction of Professor V. G. Simkhovitch. Family resemblances in intelligence, inter-relations of physical and mental traits, and emotional "drives" in animals are being studied by the department of psychology. Health hazards involved in the use of various metals in cooking utensils, causes of seasonal variation in children's growth in Canada, Hawaii and New York, mortality of occupied males in New York City by occupations and the epidemiology of colds in a controlled country school, are typical problems which the institute of public health, under Dr. Haven Emerson, is investigating.

Students to Receive Carnegie Scholarships

More than $20,000 in free scholarships will be available to students of the Carnegie Institute of Technology in Pittsburgh during the new college year, according to an announcement recently made. The largest item among the scholarship donations, the announcement reveals, is the $10,000 worth of Pittsburgh honor scholarship medals by the Carnegie Institute each year to graduates of Pittsburgh high schools. The fund is divided into 100 appointments to the value of $100 each.

Food Records Fall as Columbia Profs Fall to

More than eleven hundred educators, representing forty-six states, Alaska, Canada and the Philippines, attended the recent thirteenth annual men's dinner of Teachers College, Columbia University. A new record was established in the distribution and consumption of food. Thirteen hundred pounds of beef, broiled over open fires, was distributed among the professors in seven minutes and forty seconds, beating the best previous record by eight minutes and some seconds. Fifty professors did the cooking, every one of them with no less a degree than Ph. D.

Report on Army Schools Issued

A survey of army educational activities conducted under the auspices of the War Department showed that during a given month, which under normal conditions may be taken as a criterion, there were 44,719 soldiers of the regular army and the Philippine scouts engaged either in military duties, which directly prepared them for renumerative occupations in civil life, or attending specialist schools. In addition to the latter a large number of educational establishments are maintained in which instruction is given those requiring it in many primary and secondary subjects in the field of liberal education. More than 5,000 students are enrolled annually for these courses. The great army university offers a student 475 subjects from which to choose. The field, more comprehensive than that offered by any known civilian educational institution, includes practically every skilled trade in the category, as well as many professions and near-professions.

Would Widen Field Of Adult Education

"In the area of adult education lies the greatest efficiency of education to make contemporary changes in our institutions," declared Professor W. H. Lighty, head of the correspondence-study department of the University of Wisconsin extension division, when asked concerning the ideas that he will emphasize as the newly elected president of the National University Extension Association. "The great area peopled by men and women whose formal schoolroom education was ended before they reached the university is the field of adult education," he stated. By correspondence-study courses, by visits of lecturers, by study and discussion programs and by package libraries giving material for study of specific questions, by lantern slides and motion picture films, the extension division takes to the homes of the citizens who want it, the accumulated knowledge of the university in forms which the users can assimilate, he says.

Shower Baths For Schools

Installation of shower baths in all school buildings in Peru is made mandatory under a law recently passed by the Peruvian congress.

Cooking Schools Planned For Dining Car Workers

The Pennsylvania Railroad has announced plans for the establishment of cooking schools for the stewards, chefs and waiters of its dining-car service. Schools will be established in Columbus, Ohio, New York, and Chicago. The teaching equipment will consist of a reproduction of the latest Pennsylvania Railroad dining-car kitchen. An expert instructor in cooking and an authority on correct serving practices will put the men through an intensive training before they are assigned to active work. Graduates in this "college of cookery" will be given diplomas, certifying their qualifications.

Japanese "Co-Eds" Disturb Men Students

Co-education is so new in Japan that a survey has been made of the result of admitting women to the imperial seat of learning. It is disclosed that most Japanese girls do not stay in the university long enough to learn anything and while they are there the girls are prone to make calf eyes at the men students, taking the minds of these earnest young men from their work.

Would Teach Youths To Throw Boomerang

Jack A. Hoefer, physical culturist, has made application to Will C. Wood, state superintendent of public instruction in Sacramento, for a certificate to teach the use of the boomerang in the public schools of California. Hoefer would add the teaching of boomerang throwing, the use of which he maintains is a wonderful chest developer, together with archery and fencing to the physical education course.

Wisconsin Prisoners Study by Mail

Three hundred and fifty prisoners confined in the prisons of Wisconsin have taken correspondence courses from the University of Wisconsin. About seventeen per cent. of the prison students are high school graduates; less than three per cent have attended college, while more than eighty per cent. have had an eighth-grade education or less. The courses selected by prisoners are usually elementary. Each person is encouraged to select the work best suited to his needs. Courses in correspondence study are so arranged that persons with little education may derive a great deal of benefit.

Students Live In Tent Colony

To reduce living expenses for married students attending summer sessions of the University of Wisconsin, a summer tent colony was maintained on Lake Mendota, about two miles from the campus, where provision was made for thirty-eight families.

Attendance at Schools Gains

An increase of 11,152 pupils in average daily attendance at Los Angeles public schools over the attendance of the previous school year, is shown in the annual statistical report submitted to the Board of Education by Mrs. Susan M. Dorsey, superintendent of Los Angeles city schools. The average daily attendance for 1924-25 was 160,929, and for 1925 was 172,081. On the basis used in computing population, the increase in school attendance indicates an approximate increase of 78,000 to the population of Los Angeles within the last year.

Yale's New Art Gallery Started

Yale University's new art gallery, which will be an extension along Chapel street of the present art school building, and the university's war memorial have been started. Permits have been issued for the buildings and the estimated cost has been placed at $910,000.

Original Appeal For N. Y. U. Is Found

A copy of the original appeal to citizens of New York to organize New York University, issued in 1830, has been found in a Fifth Avenue book shop and restored to the archives of the University, the gift of Percy S. Straus, chairman of the Centennial Fund Committee. It is the only copy known to be in existence. Bearing the title of "The University of the City of New York," the volume contains, besides the appeal for funds, and statements of purpose of the proposed institution, the names of many of the first subscribers to the enterprise and the amounts given. The founders, the appeals show, were the first group of that day to insist on a higher education for young men who wished to enter the professions.

Johns Hopkins to Offer Real Estate Course

Johns Hopkins University of Baltimore will open a course in real estate practice this fall, which will be added to the curriculum of the School of Business Economics. The Baltimore Real Estate Board is sponsoring the course, guaranteeing a minimum number of enrollments. Ten scholarships have been offered by the Baltimore realtors to encourage better educational preparation for the real estate profession. For the past few years the board has co-operated with the University of Maryland in conducting such a course.

Famous Conservatory of Music to Celebrate

The New England Conservatory of Music, the historic "university of the musical arts," whose fame attracts students to Boston from every part of the world, will next winter celebrate the sixtieth anniversary of its founding. Nineteen twenty-seven will also signalize the thirtieth anniversary of the directorship at the Conservatory of George W. Chadwick, eminent American composer. There were 3,443 pupils registered last year, representing every American state and many foreign countries. One of the departments of the Conservatory which has had marked expansion in the past few years is the operatic course. Through enabling legislation passed at the Massachusetts State House in 1925 the New England Conservatory is now privileged to offer the degrees of "Bachelor of Music" and "Bachelor of School Music."

Co-operate for Special Broadcasts

Twenty-six presidents of important New England colleges and universities have accepted the invitation to join radio station WEEI, Edison Electric Illuminationg Company, of Boston, in broadcasting, beginning this fall, a new series of weekly lectures. The talks to be given by college and university presidents, deans, and representatives will be on special departments and courses outside the regular academic curriculum, and will appeal especially to the alumni of the various colleges, many of whom will hear for the first time since graduation, the voice of "Prexy." The new educational series is the result of a successful experiment tried at WEEI last year with the co-operation of six prominent women's colleges. Arthur F. Edes, program director, decided to enlarge the plan this year and the present schedule is the result.

British Sunday School "Slipping," Report Says

A report of a committee of the Methodist Church conference in England states that the British Sunday School is "slipping" because there is diminished interest in church life generally. Reduction of parental control, increase in Sunday distractions and the shifting of population, the report asserts, have seriously affected Bible study schools in this country. The Rev. A. J. G. Seaton says Sunday Schools have lost twenty per cent. of their membership in the last twenty years.

Alexander-Sarratt Arithmetics

By Thomas Alexander, Teachers College, Columbia University, and C. M. Sarratt, Vanderbilt University.

For accuracy and speed in fundamental operations. Child interest — diagnostic tests — specific remedial work.

JOHNSON PUBLISHING CO.
Richmond Virginia

TREND OF THE TIMES

Wants 19 Churches Carried Overseas

The Bishop of London recently proposed to tear down nineteen London churches having small congregations, and occupying ground valuable as building sites for commercial purposes. The uproar of objections this brought in church quarters caused Mr. Page Gaston, an American resident of London, to suggest that the churches be dismantled, every stone being marked, and presented to the British colonies and America for re-erection there. Many of the churches are superb examples of Christopher Wren's architecture.

Average U. S. Citizen Should Have $42 Cash

The amount of money in circulation on August 1 was estimated by the treasury at $42.01 per capita, compared with $41.31 a year ago, and $52.36 on November 1, 1920, the highest figure on record. This makes the average American wealthier to-day than at any time since 1920. In reaching this estimate, the Treasury calculated the population of the United States at 115,641,000. The money in circulation on August 1 amounted to $4,858,473,503, while the total stock of money was $8,399,076,061.

Britain Licenses Radio Television

It has been announced that the British Postmaster General has issued the first license for wireless television, thus formally recognizing the experiments being carried on by J. L. Baird, English inventor of the "Televisor." Baird predicted a wide commercial use of his invention within a year. Baird's process should not be confused with the sending of photographs and even motion pictures by radio. As he sits before the complicated apparatus, his face is seen distinctly nine miles away on the screen, sketched by rapidly moving bars of red and blue light.

Back-Door Callers Going

With the installation of modern inventions in the homes, the back-door callers, in the person of the ice man, the garbage man and the coal man, will soon be as obsolete as their more romantic predecessor, the professional "tramp," who in the last decade has gradually disappeared. Gas-fired incinerators that consume all rubbish and garbage are being put in houses, thus eliminating the garbage collector. Heaters, gas and oil fired, thermostatically controlled, are doing away with the visits of the coal man and the collector of ashes. Small, compact and efficient refrigerating units operated automatically giving satisfactory and continuous refrigeration eliminate the ice man. The city of Baltimore is constructing 100 houses that are to be heated by gas, and cooking and heating of water will be done by gas; electricity is to furnish lighting and power for many other domestic purposes; incineration will be taken care of by gas, and refrigeration will be entirely mechanical. Every heat unit will be conserved by scientific insulation.

Prefect Would Quiet Paris Traffic Din

Blowing their horns is going to be a forbidden joy to Paris taxi drivers, if the prefect of police, taking pity on Parisians' nerves, carries out his intention of suppressing some things which make France's capital at present an extremely noisy city. The prefect proposes to force automobilists to adopt a standard horn with a grave, soothing note that won't shatter nerves. In order to obtain a greater degree of silence he also decrees mufflers must be put on exhausts.

Move for a League Of the Americas

The recent Pan-American Congress held in Panama unanimously adopted a resolution recommending common action by the Pan-American states against any aggressor state. Senor Puig of Ecuador recommended action on a suggestion made at the congress leading to the formation of a "League of American Nations." The conference met on invitation of the government of Panama to commemorate the centennial of the calling by Simon Bolivar of the first general gathering of representatives of the Pan-American nations. The invitation covered only the commemorative aspects of the conference, and the delegates had no plenary powers to commit their governments to any course of action. The resolution, therefore, expressed only individual views.

Reports on Nation's Fire Loss

Fire losses totaled $570,225,921 in the United States during 1925, according to Wilfred Kurth, president of the National Board of Fire Underwriters. This figure, a new high record in fire waste, was $21,163,797 higher than that for 1924, and $34,853,139 higher than the loss in 1923. The figures in Mr. Kurth's report were furnished by 213 fire insurance companies. Mr. Kurth said that the Board's committee on incendiarism and arson reported its investigations of 1,290 fires last year led to 492 arrests and 219 convictions for arson or "burning with intent to defraud the insurer."

Ships of 24 Nations Enter Panama Canal

Twenty-four nations were represented in the traffic that passed through the Panama Canal during the last fiscal year. Vessels of United States registry led, with 2,432 transits, paying tolls aggregating $11,509,809 and carrying 13,710,956 tons of cargo. British-flag ships were second, with 1,423 transits, $6,509,712 in tolls and 6,750,843 tons of cargo. Total tolls for the year exceeded $23,000,000 and the total cargo was nearly 25,000,000 tons.

Will Not Recognize Soviet for Trade

No change in the attitude of the Coolidge Administration against political recognition of the Soviet Government is contemplated as a result of the fostering of American trade relations with Russia, which have been growing by leaps and bounds in the last two years. Inquiry in official quarters showed that the position of the Government today is identically what it was on December 18, 1923, when Charles E. Hughes, then Secretary of State, replying to the Tchitcherin overtures for negotiations with a view to recognition of the Moscow regime, asserted: "We do not propose to barter away our principles." The Hughes note called for the restoration of confiscated American property, abandonment of Soviet propaganda against American institutions and recognition of the sanctity of American lives and property within the Red domain before any steps would be taken to recognize the Soviet government. The exports from the United States to the Soviet Union for the fiscal year 1924-25 were valued at $97,104,000, while imports to the United States amounted to $2,550,000.

The BOOK TABLE

NINE ORATIONS OF CICERO, With Introduction, Notes and Vocabulary, by Albert Harkness, Ph. D., LL.D., John C. Kirtland, Jr., A. M., and George A. Williams, Ph. D., with the Impeachment of Verres, Introduction, Notes, and Vocabulary, by Alfred R. Wightman. 568 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company 1925.

The nine orations in addition to the Impeachment of Verres, consist of the four against Catiline, the Manilian Law, Archias, Marcellus, Ligarius, and the fourteenth Philippic.

At the beginning is an excellent map of the Roman Empire, followed by an introduction of seventy-five pages, consisting of a Life of Cicero, five pages devoted to Roman Oratory and Technical Terms, a Chronological Table of six pages, thirty-three pages treating of Magistrates, the Roman Senate, Popular Assemblies, and Places of Special Interest. Then follows a page and a half of Works of Reference.

Each oration is preceded by an introduction and a brief analysis of the argument, and at suitable intervals in the text, appropriate headings are placed. The quantities are marked in the four Catilines and the Manilian Law, and occasional engravings are found throughout the book.

The notes are especially satisfactory, with numerous grammatical and historical explanations. So far as the reviewer could observe, there is no correlation of English and Latin words. The vocabulary is complete, and the Latin derivation clearly set forth.

In general the work is to be commended for its thoroughness, clearness, and accuracy, and deserves a place in every preparatory school.

GUIDE BOOKS TO LITERATURE. First Year, Second Year, Third Year, Junior High School, First Year Senior High School. Two Other Books to Come. By J. O. Engleman, Superintendent, Terre Haute, Indiana, a former Field Agent, National Education Association, and Lawrence McTurnan, prominent in educational activities of Indiana and Ohio. Illustrated by Donn P. Crane and Lawrence L. Schall. Decorations by Clarence Biers. Cloth. Each volume 800 pages. Published by Laidlaw Brothers, Chicago.

Here is a serious, brilliant attempt to have students from the seventh to the twelfth grades learn to know, appreciate and love the literature which they will naturally know, appreciate and love.

There is a most unusual study of the mental and social traits and trends of youth in those six vital years in the family, the school and the community.

It is an even more unusual study of masterful literature of the past and present from the standpoint of appeal to youth of a given stage of development mentally and socially.

These two aims or "objectives" are among the greatest educational phases of professional scholarship recently created, or, better perhaps, recently demonstrated. But all this might have been done in outline and would, in the spirit of the day, been crowded into two volumes of about 400 pages each, one for the junior and one for the senior high school. Certainly no other publisher, so far as we can judge from observation, would have been willing to risk practically five thousand pages on high school literature! Certain it is, no children will be allowed to know, appreciate and love the literature which he wants to know, appreciate and love if the superintendent is afraid of his Board of Education, if his Board of Education fears that element in every community which cares a thousand times more for squeezing a dollar out of the budget than of having boys and girls get comfort, joy and inspiration out of the masterpieces of the past and present.

The size of these books is absolutely necessary if the taste and talent of children is to be developed, is to be exposed to the conditions which make it possible to present the cultivation of good literature by keeping down and out the demoralizing distractions always abounding in public print. A worship of the best seller is usually the worship of bubbles that will be in cellars rather than on book counters long before the student is out of school.

There is skilful art in the way Engleman and McTurnan succeed in creating a relish for every selection for which a relish is desirable.

We are perfectly willing to be charged with undue enthusiasm by any one who knows them as well as we do, but we protest against the criticism of our zeal by any one who has not caught the spirit and the glow of this attempt to have literature studied scientifically.

MYSTERY CAMP. By M. M. Dancy. Cloth. Illustrated by P. L. Martin. 308 pages. Boston: L. C. Page Company.

Mr. Dancy has produced a thrilling story of adventure of Captain Kidd style with kidnapping and rescue that avoids losing the morale balance, without slumping into the slumming life of many well intentioned books of adventure. Parents and teachers have no cause for anxiety when boys bury themselves in "Mystery Camp."

AN ARITHMETIC FOR TEACHERS. By William F. Rountree and Mary S. Taylor. Cloth. 621 pages. New York: The Macmillan Company.

The editors of "The American Teachers' College Series," John A. H. Keith and William C. Bagley, style this "Arithmetic for Teachers" a professionalized subject-matter textbook, which skilfully characterizes it. There are twenty arithmetical subject-chapters, each magnifying what the teachers should know of that special branch of the subject and then presenting in a clear and forceful way one or more methods of teaching the subject. The authors reveal wide historical knowledge of the origin and evolution of all phases of arithmetical science, art and method, making the book wonderfully resourceful, a real professional education for a teacher to acquire.

JUNIOR LATIN LESSONS. Book One. By Benjamin L. D'Ooge, Ph. D., and Dorothy M. Roehm, A. M. 371+xv pages. Ginn and Company. 1926.

This book is intended for use in the first year of the Junior High School, and is to be followed by another for the second year, thus preparing the pupils for the reading of Caesar. There are two divisions, one of forty-eight lessons for the first half year, and the other of fifty-three for the second. The subjunctive and in general the more difficult forms and constructions are omitted, to be taken up in the companion book for the second year. The lessons in their present form have been thoroughly tested in one of the junior high schools of Detroit and in the junior high school of the Michigan State Normal College. In addition to the lessons, at the end of the book we find additional reading matter, including a Latin play, pictures with accompanying vocabularies for the writing of original Latin stories, cross-word puzzles, and Latin songs. There are numerous pictures, admirably selected. Grammatical and historical explanations are scattered through the book. The whole work is carefully graded, and the subject matter presented in a simple, but clear and forcible manner, which should appeal to boys and girls of the junior high school age. There is excellent correlation of English and Latin words, and all rules are ex-

pressed clearly and concisely. In many of the lessons, we find a piece of connected Latin in place of the usual sentences. In general the book impresses the reviewer as the best Latin book he has seen for the first year in the junior high school.

EFFECTIVE BUSINESS ENGLISH AS APPLIED TO BUSINESS LETTERS AND REPORTS. By Alta Gwinn Saunders, University of Illinois. Cloth. 603 pages. New York: The Macmillan Company.

Dr. Saunders has mastered the widest range of business letter writing that we have ever seen brought together in one book, and he is almost cruelly frank in saying what should not be done and how not to write things that must be written, but the masterfulness of the book is the art with which he illustrates the why of the way to say the right thing in the right way at the right time.

For illustration, "A writer should discriminate between words producing effect, just as we discriminate between shades in color."

SOCIOLOGY AND EDUCATION, SOCIOLOGY FROM THE VIEWPOINT OF EDUCATION. By Alvin Good, State Normal College, Natchitoches, Louisiana. Cloth. 589 pages. New York: Harper Brothers.

Author and publisher have made an heroic effort to clarify educational knowledge of sociology and intensify sociology's appreciation of its need of an educational alliance.

During the eighteenth and nineteenth centuries a few men began to study scientifically the activities of men in social groups. During the same time, by application of the scientific method of study to the physical forces of nature, man discovered many laws and principles of the physical universe. Since scientific study as applied to nature resulted in the discovery of laws and principles that could be depended upon in man's relation to the physical forces, students and writers in the field of certain phases of social life, chiefly the phases of economic and political activities, began to use similar methods of study in an attempt to discover dependable laws and principles in the relations of men among themselves. As the application of the principle of magnetism to the compass directed man into all regions of the world and the use of the principle of the expansion of water into steam made it possible for man not only to go more rapidly into all sections of the world, but also to apply power to improve his relations to the physical environment, so the students working in economics, political science, and psychology began to search in their respective fields for principles that could be applied to obtain as certain and effective control over the activities of social and individual life. As they began this search, they found that there was a certain field that was undeveloped. This undeveloped field was with regard to the principles controlling man's life in groups. They found that in order to understand the principles in their respective fields they must know how men live in social groups.

Sociology has a universal appeal which has not been as intense in the past as it is at present, and the intensity will increase so that students today need to master the principles and practices of sociological science as it was not needed a few years ago, and Mr. Good has met this need in a wholesome way.

THE THEORY OF EDUCATION. By Ira Woods Howerth, Ph. D., State Teachers' College, Greeley, Colorado. Cloth. 413 pages. New York: The Century Company.

Dr. Ira Woods Howerth has a rare professional personality which magnified his leadership in educational institutions in Indiana, Washington State and California before he came to Greeley, where his presentation of the philosophy of education as derived from the process of organic, psychic and social evolution has given him large influence in the educational thinking of the state.

It is a quarter of a century since we first heard Dr. Howerth lecture, since a friendship, highly prized, began, and we are gratified that he has put into attractive book form the message which has influenced so many lives that through teaching are influencing other lives.

Dr. Howerth has been a ravenous reader of the best things and a student of the master thinkers of the past and present, but he never used any treasure as it came to him, but always recoined it, recreated it, enhancing its value thereby. Every paragraph has a distinct personal flavor. The expression as well as the thought is unusually attractive.

THE WEBER-KOCH-MORAN SERIES OF ARITHMETICS. By Samuel Edwin Weber, Superintendent, of Charleston, West Virginia; Charles Dison Koch, State Department, Pennsylvania, and Katherine Ellen Moran, State Normal and Training School, Cortland, New York. Philadelphia: Christopher Sower Company.

The authors believe that pupils in the upper grades should be instructed in the quantitative aspect of things and should be taught to think and work accurately with quantities in the concrete. Many pupils have difficulty with work in arithmetic because they are required to use a great many terms or units of value in the solution of problems. The authors have endeavored to develop fully the units of value through the concrete and to fix the number relations permanently by presenting many problems in reviews. The "mind-set," a very important outcome of problem solving, is obtained by frequency of attack.

In the selection of problems the authors seek to provide pupils with problem-solving situations and to furnish pupils worth-while information. The problems arranged by topics aim to connect the work of arithmetic with social activities, experiences, and realities which make up the environment of the pupils.

Much stress is placed upon accuracy in computation.

We have known of Mr. Weber's remarkable success in securing results in arithmetic in Chester and Scranton, Pennsylvania, as well as in Charleston, West Virginia, and were prepared for the success of a series of textbooks of which he is the senior author.

A TREASURY OF VERSE FOR SCHOOL AND HOME. Selected by M. G. Edgar, editor of "A Treasury of Verse for Little Children," and Eric Chilman. Illustrated in line and color by Honor C. Appleton. 500 pages. New York: Thomas Y. Crowell Company.

This beautifully illustrated book of verses by more than 200 writers of fascinating verse, might almost be called an anthology of juvenile verse, as it begins with the earliest reading ages, and continues through to material suitable for high school reading. It is arranged progressively, following the general lines of school and home needs year by year.

The first group of poems, entitled "For the Littlest One," begins with the kindergartners. Then comes Part II, "In Wood and Glade and Fairyland"—poems of a little older growth. Further on in Part III, "In Realms of Gold," we find many favorite narrative poems; and thus it proceeds, until the last section, "On Parnassus," will be found to include some of the best typical shorter poems of Tennyson, Byron, Shelley, Shakespeare, etc. The editors have intermingled new poets with old, and by general subjects in an appetizing way.

It contains numerous page decorations in black and white, eight illustrations in full color, and decorative end-papers.

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GRINS BETWEEN GRINDS

A Good Appearance

A young lawyer had just opened an office and hung out his shingle. The door to the anteroom opened.

"Ah, a client," thought he. "I must impress him."

He grasped the telephone. "No, I'm very sorry, but it will be absolutely impossible for me to take your case for less than $2,000. . . . No, I'm very busy with several other very important cases, and I simply . . . No—, no, I'm very sorry. Goodby."

He hung up the receiver. His client seemed really impressed.

"And now, what can I do for you?" asked the young lawyer briskly.

"Oh, nothing much, I just came in to connect your phone."

Higher Mathematics

A keen-eyed mountaineer, when bitter feuds were common, led his over-grown son into a schoolhouse.

"This boy's arter learnin. What's yer bill o' fare?"

"Well, sir, I teach mathematics, arithmetic, algebra, geometry, trigonometry—"

"That'll do," interrupted the old man. "Load him up on triggernometry. He's the only poor shot in the family."—Capper's Weekly.

It Seems That Way

Dan—"What'll we do tonight—stay at home?"

Nan—"No, I've got a terrible cough. Let's go to the theatre."

Mere Matter of Punctuation

The front door-bell was out of repair. Mother instructed John to put up some sort of notice to that effect. John is better at athletic games than punctuation. He finally evolved this sign, which a startled neighbor presently brought in to the mother:—

"Please Knock the Door Bell Out of Order."

Silent Drama

Mother—"Little boys should be seen and not heard."

Small son—"What do you think I am, a movie actor?"—Goblin.

Still Coming

A young man came bursting into a crowded night club right in the midst of the evening's festivities. Walking up to the manager, he asked excitedly:

"Was this place raided tonight? I'm a reporter."

"Raided?" exclaimed the manager. "Certainly not. Does it look it?"

"All right, then," replied the bright young journalist in a relieved tone. "I'll wait."—Life.

Safety First

He—"Do you want to marry a one-eyed man?"

She—"No, why?"

He—"Then let me carry your umbrella."—Pittsburgh First.

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Edison's University President

Thomas A. Edison credits his start in his inventive career to Dr. Samuel S. Laws, once president of the University of Missouri.

A complicated mechanism which Dr. Laws had installed in the New York Stock Exchange when he was president of the board in 1865 became out of order. This machine gave out and also recorded market quotations.

The entire exchange was in a panic and fortunes were at stake. Edison was then a telegraph operator and spent his idle hours around the exchange. Being at the exchange when the panic started, he made his way to the machine and examined it, finding only a loose set screw.

The machine was started again and the crowd was quieted, and so was Dr. Laws, for he had been as upset as the rest of the mob.

Four days later Dr. Laws offered Edison a position at $300 per month. Edison was to invent a simpler machine to do the same work and be less likely to get out of order. The invention was the "ticker," Edison's first invention. Dr. Laws later paid Edison $4,000 for this invention.

From this start, Edison now holds 1,440 patents.

[From a recent interview.]

The building committee having in charge the addition to the Hyannis Teachers' Training School of which Charles W. Megathlin is chairman, has retained the Frank Irving Cooper Corporation as architects. The improvements are to include four new classrooms, rooms for the principal and the teachers, together with a new heating plant for the entire building. The cost will be $60,000.

What Rules the World

They say that man is mighty,
He governs land and sea,
He wields a mighty sceptre
O'er lesser powers than he;

But mightier power and stronger
Man from his throne has hurled,
For the hand that rocks the cradle
Is the hand that rules the world.

W. R. Wallace.

Meetings To Be Held

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. G. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president. Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER.

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson. Miss W. D. Hopper, University of Georgia, Athens, Ga.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

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